Response to Intervention (RtI)
Core Features

1 Decision Making process

- Standard Treatment Protocol (Interventions to match needs and grade levels)
- Problem-Solving Approach (Data teams to discuss needs based on data for groups and individuals)

2 High Quality Classroom Instruction

- 80-90% of students meeting performance indicators
- Designed to minimize the need for interventions
- ALL students receive this explicit instruction
- based on concepts of Universal Design for Learning
- Uses school-wide data to guide instruction for ALL students

3 Scientifically-based Core Curriculum

- Aligned to Ohio's ACS
- Curriculum materials are research-based
- Rigorous, systematic, and objective procedures applied to obtain reliable and valid knowledge

4 Data Collection System

- Universal Screening (AIMSweb) used to identify students who are not meeting grade level targets for specific skills
- Continuous Progress Monitoring (PM) (tracks student's progress on specific skills)
- Linked to scores of "high stakes" tests (OAT)

5 Evidence-based Intervention

- Goal: Ensuring positive outcomes Def: Looking at all sources of information to determine effectiveness
- Interventions are NOT:
  - -shortened assignments
  - -more time
  - -moving student's seat
  - -cutting spelling list
  - -retention
  - -referral
  - -summer school
  - -remedial classes
  - -more of the same (extra homework, etc.)

6 Fidelity Measurements

- Checks to make sure the instruction, data collection and interventions are being done correctly throughout the process
- Fidelity measures:
  - -curriculum implementation
  - -assessment/PM (formative and summative)
  - -Instruction and intervention

7 Instructional Tiers

- Three tiers with transitions from instruction to intervention
- differentiated curricula
- Interventions that vary in duration, time, and frequency
- instruction/ interventions delivered by staff other than teacher at more intense levels

Patti Porto and Tracy Mail, 2008
Adapted from the Seven Core Features of RtI by
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